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ABSTRACT

A syllabus intended to prepare high school students for college level library research and to provide students with skills for lifelong learning is being created by a committee of high school and college librarians and classroom teachers. The syllabus is designed to be taught by a team consisting of a library media specialist, English teacher(s), and a social studies or other subject area teacher. This field test version of the syllabus outlines: (1) activities for the assigning teacher(s) and the librarian; (2) the concepts/skills to be taught by the librarian; (3) the enabling concepts/skills to be concurrently taught by the assigning/English teacher (unless they were taught previously); and (4) the affective concepts/skills provided by the course and connections to be made with students' personal experience. Topics covered include time budgeting for long-term assignments, listening skills, note-taking skills, reading skills, the use of library and other resources, information evaluation and interpretation, critical thinking skills, the composition of a research paper, and the oral presentation of information. It is noted that the final version of this syllabus will include sample unit plans for interdepartmental teaching. A 10-item bibliography is provided. (ESR)

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PROJECT PREPARE
LIVINGSTON-STEUBEN-WYOMING BOCES LIBRARY RESEARCH SKILLS SYLLABUS
SENIOR HIGH LEVEL

Field-Test Edition

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FOREWORD

This syllabus was created by a committee of high school and college librarians and classroom teachers. It is intended to prepare high school students for college level library research and to provide students with skills for life-long learning. Implementation of this syllabus should be initiated by the high school librarian with the support of the school administration.

This syllabus will be most effective when taught by a team consisting of a Library Media Specialist, English teacher(s) and Social Studies or other subject area teacher. This is the spirit in which the syllabus was written: as an interdepartmental effort to integrate the teaching of library research skills with other areas of the high school curriculum. In this way, the connections between content area classroom learning and library research will be evident to students.

Many of the content area enabling skills listed in this syllabus will have been taught in earlier years. For the purpose of implementing this syllabus, some or all of these skills will be reviewed or extended where appropriate to the previous experience of students and to the present research assignment. The enabling skills listed in this syllabus have been identified by the Committee as critical to the successful performance of college level library research and to life-long information seeking and understanding.

The final version of this syllabus will include sample unit plans for interdepartmental teaching.

NOTE: Bibliographies of journal articles and ERIC documents concerned with teaching the library and content area skills in this syllabus have been distributed to each high school librarian in the LSW BOCES District. Articles and documents cited in these bibliographies may be borrowed through the RARE interlibrary loan network.

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
1.0 Consults librarian to jointly develop library research assignment	Librarian contacts English teacher(s) to set up meeting with assigning teacher.			
Assigning teacher, English teacher(s), and librarian jointly determine assignment criteria:				
a. Types and distribution of resources to be consulted (e.g. 1 encyclopedia article, 5 journal articles, 2 monographs, 1 audio-visual, 1 interview with knowledgeable person)				
b. What to look for in selecting sources: bias or balanced points of view authoritativeness of author (i.e. author's credentials) scholarly or popular nature of sources				
c. Method of documentation: what to include on note cards school adopted style manual/ bibliographic format, typing format				
d. Due dates for different parts in paper: organization and presentation (e.g. outline, note cards, rough draft)				
e. Whether a "negative bibliography" is to be included (i.e. should students cite all references works consulted, regardless of whether or not they proved useful?)				
Assigning teacher, English teacher(s) and librarian jointly determine research skill level of students through administration of formal skill inventory or informal measure (assigning teacher's, English teacher's and librarian's past experiences with students, informal skills inventory etc.)				

	Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
1.0	continued Assigning teacher, English teacher and librarian jointly determine research skills each will teach and timetable for instruction. Assigning teacher informs other teachers of due dates for research assignment in order to avoid conflicts and to allow for correlations.				
	2.0 - 23.0 below outlines a suggested skills sequence for preparing secondary students for college level library research. Many of the enabling skills will have been taught in depth in earlier years. At the senior high level, these skills will be reviewed or extended where appropriate to the assignment by assigning teacher, English teacher and/or librarian.				
2.0	Gives assignment (including purpose and all criteria) to students	Attends assigning session.		Time budgeting for a long-term assignment such as a research paper.	Assignment is of short and/or long term value to students. Assignment need not seem overwhelming if students establish priorities and budget their time.

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
3.0 Brings students to library during classtime for cooperative instruction and supervision. Supervises student note-taking during librarian's presentation. Collects students notes at end of librarian's presentation. Gives these to librarian for evaluation.	Reviews purpose and general organization of school library as well as policies, interlibrary loan information etc. Reviews or introduces community information sources (e.g. bulletin boards, newspapers, museums, societies, public and college libraries, people as resources). (Note affective concepts column)	Interlibrary loan can supplement school library resources. Information is available from many different sources. Criteria should be applied when selecting sources (students should refer to criteria on their assignment sheet). Beginning research-- Where to look for search terms and for help in narrowing topics. Outside the library: Textbooks TV news and documentaries seen at home Magazines at home Newspapers at home Asking other people for information In library resources: Encyclopedia articles Current events reporting services (e.g. Facts on File, Editorial Research Reports)	Listening skills Lecture and written material note-taking skills For listening skills and suggested teaching strategies see: *NYSED Syllabus, English Language Arts: Listening and Speaking K-12 *NCSS 33rd Yearbook skills chart Part One Section I F. Also, discussion of teaching strategies on pp. 141-147. For note-taking skills and teaching strategies see: *NYSED Syllabus, English Language Arts: Reading K-12 (Work Study Skills section) *For complete citation see Bibliography at end of syllabus.	Respect for information retrieval as a learning skill basic to students' school and personal lives Valuing school library as an integral part of community information network Respect for librarian as teacher and information specialist

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
3.0 continued		Subject subdivisions in card catalog Sears List of Subject Headings General and specialized dictionaries Periodical indexes Thesauri Monographs Magazines Newspapers How to use general and specialized encyclopedias to select or narrow a topic. (Review parts of a book and special features of encyclopedias.) See Davies skills list Part Two Section I D (pp. 488-489) See Gates book How to use current events reporting services for the same purpose.	Teaching strategies for note-taking skills are also discussed in NCSS 33rd Yearbook pp. 80-84 Commercial materials available in local high school library and in LSW BOCES Educational Communications Center.	

*For complete citation see Bibliography at end of syllabus.

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
4.0 Ensures that students have been taught skills in Enabling Skills column before librarian's next presentation. Returns notes from last session that have been evaluated by librarian to students.	Evaluates notes taken by students in 3.0 above and returns these to classroom teacher.			

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
5.0 Brings students to library during classtime for cooperative instruction and supervision. Supervises student retrieval and reading of encyclopedia and current events reporting services articles on individual topics. The purpose of this task is to narrow topics. Students will work on preliminary thesis questions. They will record references to important authors and sources. Students will also identify and record search terms for later use.	Works with students as they use notes from previous session to locate and read articles in encyclopedias and current events reporting services. Students should record references cited in these articles. Students should also identify and record search terms for later use.		First level of outlining (preliminary thesis questioning) Reading for information (skimming, main idea) Note-taking skills for written materials Paraphrasing (Plagiarism) Bibliographic citation for: encyclopedias and current events reporting services, monographs, periodical articles	
6.0 Reminds students that they should be compiling a list of possible search terms from non-library sources (TV documentaries and news shows, magazines and newspapers at home, asking other people for information). Students will bring these terms with them to their next library research session.				

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
7.0 Brings students to library during classtime for cooperative instruction and supervision. Students should bring notes from last session with them, and their lists of search terms. Supervises student note-taking during librarian's presentation.	Reviews card catalog and classification system. Brief review of how cards are filed in catalog. Students may look up monograph references cited in encyclopedia and current events reporting services articles. If library does not own these, students may consider interlibrary loan.	Review: Letter by letter versus word by word filing Author-title filing idiosyncrasies (e.g. author Brown, Robert will be filed before title Brown Days. Initialisms - how are these filed in your catalog? Review: Difference in meaning of "author", "title" and "subject". Difference between subject cards and title cards. Where the title is located on a catalog card. Ignore "the" or "an" when looking up titles if these are first words of title. Proper names may be used as authors and as subjects.	Listening Lecture note-taking Preliminary thesis questioning	

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
7.0 continued	Informs students that they may check the search terms they have recorded so far against the Sears List of Subject Headings and then look up headings in card catalog to locate monographs that will help them narrow topic. Remind students that references cited in monographs which students locate through the card catalog may be looked up on the author-title side of the card catalog. If these references are not owned by the school library, students may consider interlibrary loan.	Using Sears List of Subject Headings to verify terms for searching in the card catalog. Using subject tracings to identify further search terms. Monographs may contain references to other books and/or to journal articles.	Bibliographic citation for monographs	
8.0 Ensures that students have been taught skills in Enabling Skills column before librarian's next presentation.	Evaluates students' notes from 7.0 and returns these to classroom teacher.			

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
9.0 Brings students to library during classtime for cooperative instruction. Supervises student note-taking during librarian's presentation. Aids students in completing their bibliography note-cards as they examine reference sources. Aids students in reading charts, tables etc. in reference sources.	Introduces additional reference sources for topic development. Specific reference sources selected will provide students with opportunities to use skills previously taught by assigning teacher and English teacher(s). (e.g. reference books selected will contain graphs, maps, timelines, in order that students may practice these skills while at the same time retrieve information for their research assignment) Students will also use the card catalog to locate reference books.	In addition to encyclopedias and current events reporting services, there are many other reference sources that students may use for topic development. Organization, purpose, uses of additional reference sources Review parts of a book Note: Special parts of reference books (e.g. instructions on "how to use" in prefatory material, list of abbreviations cited) Different methods of alphabetizing used in reference works: Letter by letter or word by word; placement of initialisms For more detailed breakdown of skills for effective use of reference works see: Davies skills list Part Two Section I B (pp. 485-487), and Part Two Section I E (pp. 489-491) See also Gates book.	Reading for information (skimming, main idea) Reading skills appropriate to the particular assignment (e.g. chart-reading, map reading, timelines) may be selected from: NCSS 33rd Yearbook skills chart Part One Sections IV, VII and Part Two Sections III, IV For teaching strategies, see NCSS 33rd Yearbook pp. 94-114 and 202-229. Skills may also be selected from NYSED English Language Arts: Reading Section K-12 Commercial materials available in local high school library and in LSW BOCES Educational Communications Center.	

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
9.0 continued		Using the card catalog to locate reference sources (subheadings).		
Aids students in evaluating reference sources (biases, authoritativeness etc.)		Evaluating reference sources (criteria to use- same as that in teacher's assignment sheet?)	Evaluating information For detailed listing of skills for evaluating information see: NCSS 33rd Yearbook skills chart Part One Section III. Also discussion of teaching strategies on pp. 85-93. Also see NYSED Syllabus, English Language Arts: Reading K-12 Commercial materials available in local high school library and in LSW BOCES Educational Communications Center.	
10.0 Prepares appropriate inquiries (gives guidelines as to how much help to give students).	school personnel for school personnel Informs public librarian and school personnel of student research topics.			

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
11.0 Ensures that students have been taught enabling skills before librarian's next presentation.				
12.0 Brings students to library during classtime for cooperative instruction.	Reviews Reader's Guide and introduces new Wilson indexes	Use of periodical indexes: Reader's Guide Social Sciences Index General Science Index Humanities Index Business Periodicals Index	Bibliographic citation for periodical articles Continuing development of skills in reading and interpreting/ evaluating information in content area of assignment (skills in 9.0 above)	
	Discusses indexes to other types of recurring publication	Use of indexes to other types of recurring publications e.g. PAIS, Facts on File		
	Discusses abstracting services Reminds students that journal articles may be requested through interlibrary loan.	Abstracting Services (general differences between indexes and abstracts)		
	Introduces and explains how to use Milne Library Serials Holdings List. (Defines "serial")	Using college library serials holdings lists.		
	Introduces New York Times Index	Newspaper indexing: uses and how to use New York Times Index	Distinguishing fact from opinion in written material.	

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
12.0 continued		For additional information on the use of periodical and newspaper indexes, see: Davies skills list Part Two Section I G (pp. 492-494) See also Gates book.	For newspaper reading skills see: NCSS 33rd Yearbook Skills Chart Part One Sections I D, VII NYSED syllabus cited in 9.0 above	

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
14.0 Assigning teacher collects student working bibliographies. Assigning teacher and/or librarian evaluates bibliographies using criteria on assignment sheet (format, quality etc). Returns bibliographies to students.				
15.0 Brings students to library during classtime to retrieve periodical and newspaper citations previously recorded and begin reading materials.			Reading/evaluating information (9.0 and 12.0 above) Newspaper reading skills (12.0 above) Note-taking from written material Plagiarism Second level of outlining	
16.0 Collects and evaluates working outlines				

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
17.0 Assigning teacher and librarian arrange for (and will accompany students on) field trip to college library. School librarian will consult college librarian beforehand to determine type of tour needed and any special resources group may want to view/use. School librarian will provide college librarian with list of student research topics.				

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
18.0 Brings students to library during classtime for cooperative instruction. Supervises student note-taking.	Prepares students for visit to college library to retrieve citations found in school library sources and to consult other information sources not available in school library.	Orientation to a new library (Note affective concepts column) Locating library handbooks/directories		Large libraries need not be intimidating Many of the orientation skills used in everyday life are applicable to new libraries
	Presents information specific to Milne Library at SUNY Geneseo: floor-plan, policies etc.	Library of Congress classification and subject heading list Divided catalog Materials: Slide/tape presentation college owns		
	Guides students in making generalizations about libraries (e.g. most libraries have a reference or information services area, most libraries have a card catalog or some microfilm or computerized counterpart). Special services of college and other libraries e.g. Computer searches Special collections Reserve readings Library developed subject bibliographies/ pathfinders	Organization/services of libraries in general (Note affective concepts column) Develop/review terminology of libraries: journals/magazine/serials/ periodicals call numbers/class numbers reference/information services shelves/stacks When and how to ask for help		Libraries have much educational information to offer and much information to enrich students' personal lives Due to their experience in using their high school library, students already know a great deal about college libraries Library personnel are approachable

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
18.0 continued	Distributes and explains purpose of Milne Library pathfinders. Briefly reviews how to use Milne Library Serials Holdings List (Initially introduces in 12.0)	For additional information that may be helpful for teaching concepts/skills in this session see Gates book.		
19.0 Supervises students on tour and during their research in college library. Students should bring with them all citations that they would like to retrieve and notes from <u>all</u> previous library research sessions.	College librarian gives tour of Milne Library. Then students use pathfinders and retrieve information on their own.			

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
20.0 Together with English teacher, guides students in writing final outline and rough draft of paper.	Continues to help students complete research on an individual basis in the library.		Thinking about information and ideas: 1. Drawing relationships among facts or ideas a) noting similarities and differences b) classifying c) sequencing 1. in time 2. in order of priority or importance d) identifying cause and effect e) relating facts and ideas to the self 2. Making inferences 3. Making predictions 4. Analyzing problem situations 5. Synthesizing 6. Hypothesizing 7. Evaluating 8. Drawing conclusions	Relating facts and ideas to the self Analyzing bias or values in information sources

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
20.0 continued			For more detailed thinking and writing skills see: NCSS 33rd Yearbook skills chart Part Two Sections II, IV B and Part One Sections II, III, VI B. Teaching stategies for critical thinking and writing are discussed on pp. 35-52, 77-80, 115-130, 148-201 and 202-229. *NCSS 37th Yearbook, Effective Thinking in Social Studies. *NYSED Syllabus, English Language Arts: Composition Section K-12 *NYSED Syllabus, English Language Arts: Reading K-12 (work study skills section).	Applying problem-solving skills to personal lives: Recognizing that frustration is a common experience when one undertakes a long-term assignment such as a research project Recognizing that frustration or impatience can be overcome by learning certain coping/ problem solving skills. See NYSED Syllabus *Drug Education Curriculum: Senior High (concept IV C, "Dealing with distress and pressure" and Concept IV D, "Practice solving problems" and pp. XVIII-XIX) See also: *NCSS 41st Yearbook, Values Education *NCSS 47th Yearbook, Developing Decision Making Skills
			*For complete citation see Bibliography at end of syllabus.	*For complete citation see Bibliography at end of syllabus.

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
21.0 Together with English teacher, guides students in writing final draft of research paper.			Continued development of critical thinking and writing skills in 20.0 above Footnoting and other mechanics of report writing	
22.0 Assigning teacher, English teacher(s) and Librarian may jointly evaluate students' written reports.				

continued on next page

Assigning teacher	Librarian	Concepts/skills to be taught by Librarian	Enabling concepts/skills taught by assigning/ English teacher previously or concurrently	Affective concepts/ skills and connections with students' personal experience
23.0 Guides students in determining most effective method of presenting their projects to an audience, i.e. preparing for an oral presentation.			Making a chart, timeline, outline or summary sheet to accompany presentation; making a transparency or spirit master of this information. For detailed speaking and presentation skills see: NCSS 33rd Yearbook Part One, Section VI A and teaching strategy discussion on pp. 131-140 NYSED Syllabus English Language Arts: Listening and Speaking Section K-12	Self-confidence in speaking before a group and in verbally expressing ideas

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NOTE: All of the above resources may be borrowed through the RARE interlibrary loan network.